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ABSTRACT

The purpose of this bulletin is to help teachers prepare students for the Student Achievement Testing Program by highlighting curriculum objectives to be tested. These curriculum specifications are based on the 1981 Alberta (Canada) Social Studies Curriculum. The guide delineates objectives, concepts, and content that are to be tested from three topic areas: (1) interdependence of Canadian communities today; (2) Canadian lifestyles in past decades; and (3) lifestyles in culturally distinctive communities. Value objectives, knowledge objectives, and skills objectives form the basis of the curriculum specifications. Value objectives are designed to develop an understanding of values, develop competencies, and attitudes. Knowledge objectives are structured from the concepts and content of three topic areas. Skills objectives are divided into inquiry and participation skills. Tables depicting weighting of course objectives and curriculum specifications are included. (SM)

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SOCIAL STUDIES 3
CURRICULUM SPECIFICATIONS

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Alberta
EDUCATION

April 1986

GRADE 3 SOCIAL STUDIES CURRICULUM SPECIFICATIONS

The Grade 3 Social Studies Curriculum Specifications were prepared by an ad hoc committee of classroom teachers, school administrators, and Alberta Education personnel under the direction of the Curriculum Branch. Alberta Education acknowledges with appreciation the contribution of the members of the Grade 3 Social Studies Committee:

F. Schreiber, Alberta Education, CHAIRMAN
J. Brackenbury, Alberta Education
R. Carter, Medicine Hat School Division
F. Crowther, Alberta Education
J. Hill, County of Strathcona
M. Lavallee, Alberta Education
M. Nemirsky, Edmonton Public School Board

WEIGHTING FACTORS (See Table 1)

The basic principle involved in the development of the course specifications was that they be based on the *1981 Alberta Social Studies Curriculum*.

Following is a statement of the relative emphasis of each area of objectives contained in the *1981 Alberta Social Studies Curriculum:*

1. VALUE OBJECTIVES - The total weighting allocated to the value objectives is 20%. Weightings of the sub-categories of value objectives are:

   5% Understanding of values

   5% Competencies

   10% Attitudes

2. KNOWLEDGE OBJECTIVES - The total weighting allocated to the knowledge objectives is 40%. Equal emphasis will be given to each of the three topics. Each *concept area* outlined in the specifications that follow will be acknowledged in the test.

   - The knowledge objectives are structured basically around the prescribed concepts for the Grade 3 topics. Some expansion of these concepts has been made to ensure that both the topic descriptions and the questions to guide inquiry are covered.

3. SKILL OBJECTIVES - The total weighting allocated to the skill objectives is 40%. The overall distribution of the sub-categories of skill objectives across the three topics is:

- 2% Focus on the issue
- 5% Establish research questions and procedures
- 10% Gather and organize data
- 5% Analyze and evaluate data
- 5% Synthesize data
- 5% Apply the decision
- 3% Evaluate the decision
- 5% Communicate effectively

Table 1 presents a summary of the percentage weightings for the Grade 3 Social Studies objectives. Table 2 outlines the detailed specifications for the content of each topic of the course.

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Table 1

Grade 3 Social Studies Weighting of Course Objectives

OBJECTIVES	PERCENTAGE WEIGHTING
VALUES	
Understandings	5
Competencies	5
Attitudes	10
	20
KNOWLEDGE	
Topic A	equal emphasis
Topic B	
Topic C	
	40
SKILLS	
Inquiry	
1. Focus on the issue	2
2. Establish research questions and procedures	5
3. Gather and organize data	10
4. Analyze and evaluate data	5
5. Synthesize data	5
6. Resolve the issue	-
7. Apply the decision	5
8. Evaluate the decision	3
Participation	
1. Communicate effectively	5
	40
TOTAL	100

Table 2

Grade 3 Social Studies Curriculum Specifications*

TOPIC A: Interdependence of Communities in Canada Today

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values by identifying specific examples which indicate an understanding of self-reliance and interdependence in selected situations.	
II. Develop Competencies in value analysis, by identifying reasons to support the respective values of self-reliance and interdependence in a selected Canadian community.	
III. Develop Attitudes of empathy toward others, by demonstrating an understanding of the reasons why some people prefer self-reliance and others prefer interdependence.	
TOTAL	7

*NOTE: In the construction of tests, language appropriate to Grade 3 students will be used. These specifications use the vocabulary of the social studies curriculum guide.

TOPIC A: Interdependence of Communities in Canada Today

KNOWLEDGE OBJECTIVES

It is important that students understand the meanings of each concept sufficiently well so that they can define, identify, list, and give examples of the concept.

CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. URBAN/RURAL COMMUNITIES	A. Urban Communities 1. characteristics 2. influence of geographic factors on lifestyles - location - land - resources - climate B. Rural communities 1. characteristics 2. influence of geographic factors on lifestyles - location - land - resources - climate C. Urban/rural 1. similarities 2. differences D. Urbanization E. Own community 1. characteristics (main features) 2. influence of geographic factors on lifestyles - location - land - resources - climate	7

II.	GOODS AND SERVICES	A. Differences between goods and services	
		1. definition of goods	
		2. defintion of services	
		B. Self reliance	
		1. goods produced in:	
		- urban communities	
		- rural communities	
		2. services provided by:	
		- urban communities	
		- rural communities	
		C. Specialization (jobs, industry)	
		D. Interdependence	6
		1. goods brought into:	
		- urban communities	
		- rural communities	
		2. services brought into:	
		- urban communities	
		- rural communities	
		E. Own community	
		1. goods	
		- produced	
		- brought into	
		2. services	
		- provided	
		- brought into	
		TOTAL	13

TOPIC A: Interdependence of Communities in Canada Today

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
I. Inquiry Skills A. Establish research questions and procedures by 1. suggesting ways (procedures) to find out about interdependence in one's community. 2. hypothesizing about the effects that more contact and interaction could have on selected communities. B. Gather and organize data by 1. recording the findings of a survey on a simple bar or pictograph. 2. sketching routes on a prepared map to show how goods travel between communities. 3. locating selected communities on a simplified map of Canada (note: item needs to be classroom specific). 4. describing (on a map) one's own community in relation to other communities, using cardinal directions (N, S, E, W). 5. determining relative distances between communities, using non-standard measures and a simplified map. C. Analyze and evaluate data by comparing points of view on the desirability of increased interdependence for specific communities. D. Synthesize data by making generalizations about factors that lead to increased interdependence between communities. E. Evaluate the decision by assessing its utility according to the Role Exchange Test.	
II. Participation Skills A. Communicate effectively by completing an illustrated map of Canada which informs about the origins of goods used by one's own family.	
TOTAL	13

TOPIC B: Lifestyles of Canadians in Other Times

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values A. Describe examples of personal behavior which reflect the values of self-reliance and/or cooperation. B. Describe historical situations in which self-reliant behavior was evident and situations in which cooperative behavior was demonstrated.	
II. Develop Competencies A. In decision making, by choosing between the conflicting values of self-reliance and cooperation in situations where both have advantages and disadvantages. B. In decision making, by identifying appropriate actions in school, home and neighborhood consistent with one's chosen value.	
III. Develop Attitudes A. Of objectivity, by demonstrating a willingness to consider the advantages and disadvantages of both self-reliant and cooperative behavior in a particular situation.	
TOTAL	7

TOPIC B: Lifestyles of Canadians in Other Times

KNOWLEDGE OBJECTIVES It is important that students understand the meanings of each concept sufficiently well so that they can define, identify, list, and give examples of the concept.		
CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. LIFESTYLES	A. Diversity of ethnic and national origins. B. Hardships of pioneer life in relation to modern lifestyles.	2
II. SETTLEMENT	A. Reasons for emigrating and immigrating. B. How settlers came to their own communities. C. Ways pioneers satisfied physical needs. 1. food 2. clothing 3. shelter 4. water 5. heat D. Ways pioneers satisfied social needs. 1. transportation 2. communication 3. traditions 4. language E. Ways pioneers satisfied intellectual needs. 1. education	4
III. GOALS/ ASPIRATIONS	A. Why settlers came to their own community. 1. topography/land 2. natural resources 3. climate 4. opportunity	2

IV. COMMUNITY	A. Ways settlers worked together to build a new community. B. Ways settlers worked alone to build a new community. C. Balance sought, between working together and working independently, to build a new community.	3
V. CHANGE	A. Changes in lifestyles to meet demands of a new environment. 1. food 2. language 3. clothing	2
	TOTAL	13

TOPIC B: Lifestyles of Canadians in Other Times

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Inquiry Skills A. Focus on the issue by paraphrasing the problem and stating two alternatives. B. Gather and organize data by 1. reading and interpreting simple historical accounts which describe past lifestyles. 2. recording interview data in categories on a retrieval chart. 3. recording events in the community's history on a simple time line. C. Analyze data by comparing lifestyles of people in settlement times to lifestyles in the community today, using the concepts of self-reliance and cooperation as criteria. D. Synthesize data by 1. summarizing information about community changes. 2. relating causes and effects of community changes over time. E. Resolve the issue by 1. formulating alternative solutions for working cooperatively or alone in school, home, and neighborhood. 2. analyzing the values inherent in each alternative.	
II. Develop Participation Skills A. Communicate effectively by 1. composing a paragraph to report on some aspects of life in settlement times. 2. drawing, or selecting, pictures of ways in which lifestyles have changed.	
TOTAL	13

TOPIC C: Lifestyles in Culturally Distinctive Communities

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values Describe behaviors which indicate that some people prefer to live in culturally distinctive communities in order to maintain their lifestyles, while other people may prefer to live in modern, heterogeneous communities.	
II. Develop Competencies In moral reasoning, by testing one's value position in new but similar situations. (New Cases Test).	
III. Develop Attitudes Of empathy for people in culturally distinctive communities who are faced with pressures to change their lifestyles.	
TOTAL	7

TOPIC C: Lifestyles in Culturally Distinctive Communities

KNOWLEDGE OBJECTIVES

It is important that students understand the meanings of each concept sufficiently well so that they can define, identify, list, and give examples of the concept.

CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. CULTURALLY DISTINCTIVE COMMUNITY	A. Features of a culturally distinctive community that differ from the mainstream of society. B. Ways people attempt to maintain a culturally distinctive community 1. customs and traditions - religious practices - holidays - language - education - location - dress C. Things that are common to cultures and things that are distinctive to particular cultures. 1. common - e.g. Canada Day 2. distinctive - e.g. Chinese New Year	5
II. INTERACTION AND CHANGE	A. Ways people respond to change. 1. acceptance 2. accommodation 3. rejection B. Ways pressures to change are brought to bear on culturally distinctive communities. 1. media - radio - television - press 2. personal contact through trade 3. occupation 4. mobility 5. telephone 6. schools	4

III.	PRESERVATION OF LIFESTYLE	A. Groups often change in some areas, but retain traditions in others. B. Contributions made by culturally distinctive groups to society. 1. food 2. music 3. clothing 4. games	4
		TOTAL	13

TOPIC C: Lifestyles in Culturally Distinctive Communities

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
I. Inquiry Skills A. Gather and organize data by 1. reading and interpreting simple maps to locate the communities that are being studied in relation to one's own community. 2. describing the location, using cardinal directions (N, S, E, W), and the estimated distance from one's own community. 3. analyzing case study descriptions of culturally distinctive communities. B. Analyze and evaluate data by explaining differences in perspectives (the way people see things) between people who remain in a distinctive cultural community and those who choose to leave it. C. Synthesize data by 1. summarizing information into main points. 2. formulating generalizations about why people may resist changes. D. Resolve the issue by 1. predicting the consequences, for the communities under study, of resisting or adopting particular changes. 2. selecting the solution that seems to be most desirable. E. Evaluate the decision in terms of whether its outcome would improve relations between people in the communities and people outside the communities.	
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